



Missouri Reading First November 2004

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What Is Reading First?

It is a national initiative to support states in making every child a proficient reader

- read at or above grade level
- by the end of third grade.



Missouri Reading First Goals

- Every child will read at or above grade level by the end of third grade.
- The reading achievement gap will be closed for minority children, English Language Learners (ELL), and children with disabilities.
- The number of referrals to special education in the primary grades will be reduced.



How Will Reading First Accomplish These Goals?

- Reading First will focus on classroom learning by incorporating:
 - ✓ The presence of a skilled **classroom teacher**, knowledgeable in teaching the five essential components of a research-based program: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
 - ✓ Skillful use of classroom-based **assessments** and the data they provide.
 - ✓ Strong, knowledgeable **leadership** at the state, district, and building levels.



How Will Reading First Accomplish These Goals?

Reading First will provide the federal funds needed to assist districts and schools with the greatest need to establish reading programs in which reading instruction is informed by scientifically based reading research (SBRR).



How Will Reading First Accomplish These Goals?

- Reading First may be used to:
 - ✓ provide professional development
 - ✓ select and implement high-quality instructional materials
 - ✓ administer assessments or diagnostic tests.



What Is Scientifically Based Reading Research (SBRR)?

- **SBRR:**

- ✓ Uses systematic, empirical methods that draw on observation and experiment.
- ✓ Involves rigorous data analyses.
- ✓ Relies on measurements or observational methods that provide valid data.
- ✓ Has been accepted by a peer-reviewed journal or approved by a panel of independent experts.



SBRR and Reading Instruction

- Scientifically Based Reading Research has identified five essential components of reading instruction:
 - ✓ Phonemic Awareness
 - ✓ Phonics
 - ✓ Vocabulary Development
 - ✓ Reading Fluency, including Oral Reading Skills
 - ✓ Reading Comprehension

Assessment Table

		Screening/ Diagnostics Sept.	Diagnostic	Progress Monitoring Dec./Feb.	Outcomes May
Kindergarten					
	Phonemic Awareness	DIBELS	ERDA-R	DIBELS	DIBELS
	Phonics	DIBELS	ERDA-R	DIBELS	DIBELS
	Vocabulary Development	DIBELS	ERDA-R	DIBELS	TERRA NOVA
	Reading Fluency				
	Comprehension				TERRA NOVA
Grade 1					
	Phonemic Awareness	DIBELS	ERDA-R	DIBELS	DIBELS
	Phonics	DIBELS	ERDA-R	DIBELS	DIBELS
	Vocabulary Development	DIBELS	ERDA-R	DIBELS	TERRA NOVA
	Reading Fluency	DIBELS	ERDA-R	DIBELS	DIBELS
	Comprehension			DIBELS	TERRA NOVA
Grade 2					
	Phonemic Awareness	DIBELS		DIBELS	DIBELS
	Phonics	DIBELS	ERDA-R	DIBELS	DIBELS
	Vocabulary Development		ERDA-R	DIBELS	TERRA NOVA
	Reading Fluency	DIBELS	ERDA-R	DIBELS	DIBELS
	Comprehension		ERDA-R	DIBELS	TERRA NOVA
Grade 3					
	Phonemic Awareness	DIBELS		DIBELS	DIBELS
	Phonics	DIBELS		DIBELS	DIBELS
	Vocabulary Development		ERDA-R	DIBELS	TERRA NOVA
	Reading Fluency	DIBELS	ERDA-R	DIBELS	DIBELS
	Comprehension		ERDA-R	DIBELS	MAP



Aligned Professional Development

- Professional development supports knowledge building and use of SBRR.
- Research indicates that teachers who participate in well-designed professional development report greater student achievement.
- The planned professional development experiences must be aligned with the selected instructional program and the state's academic standards – Grade Level Expectations and Show Me Standards.
- A strong professional development program provides teachers with the time to learn new concepts, practice them, and receive feedback on how well they apply these concepts in daily practice.



Aligned Professional Development

- Professional development provides needed information on the five essential components, how they relate, and the order in which they should be taught.
- Professional development focuses on the underlying reasons some children experience reading difficulties.
- Professional development focuses on the effective use of assessments to inform instruction.
- Strong professional development addresses these items in an integrated, coherent manner.



Levels of Professional Development

- Statewide – DESE staff, administrators, principals, coaches, higher education
- Regional – DESE staff, administrators, principals, coaches, area higher education, teachers
- District – administrators, principals, coaches, teachers
- Building - administrators, principals, coaches, teachers



Regional RPDC Reading First Specialists

- Reading First Funded Districts
- Non-Funded Districts



District Professional Development Participants

- K-3 Classroom Teachers
- K-3 Special Education Teachers
- ELL Staff
- District/Building Administrators
- Reading Coaches
- Title I Teachers



District Management Team

- Reading Coach
- Principal
- K-3 Teachers
- K-3 Special Education Teachers
- English Language Learners Teachers
- K – 3 Title 1 Teachers
- Superintendent



Dynamic Instructional Leadership

- Leadership, at both the district and building level, must visibly and vocally commit to support improved reading instruction.
- The management team must promote SBRR strategies and practices by all educators.
- The management team must clearly define goals and expected student outcomes.
- Administrators must provide the resources needed to ensure that schools are making adequate progress.



Essentials of an Effective SBRR Reading Program

- Screening, diagnostic, progress monitoring and outcome **assessments** that are valid and reliable.
- **Instructional programs** that include explicit and systematic instruction in the five essential components of reading instruction.
- Rich and varied **supplemental materials**.
- Dynamic **instructional leadership**.



Instructional Programs and Aligned Materials

- Includes the five elements – **phonemic awareness, phonics, vocabulary development, fluency, and comprehension.**
- These five elements must be integrated into a coherent instructional design that:
 - ✓ Pays attention to student strengths and weaknesses.
 - ✓ Provides ample time for practice.
 - ✓ Aligns materials for students.
 - ✓ Offers more than **90 minutes of reading instruction** each day.



What Does a Reading First Classroom Look Like?

- Teachers use explicit and systematic instruction in the five components of reading.
- Teachers are clear about expectations and are held accountable for meeting them.
- Instruction is based on a comprehensive reading program and connected supplemental and intervention materials that meet SBRR criteria.



What Does a Reading First Classroom Look Like?

- Grouping strategies are used but student placement is flexible.
- Regular and frequent assessments determine student placement and monitor student progress.
- Students actively participate in reading activities.
- Time is used productively and students are engaged in meaningful activity.



Reading First

3 Tier Reading Instruction

- Tier 1 = 90 minutes uninterrupted reading instruction
- Tier 2 = 90 minutes uninterrupted reading instruction + 30 minutes supplemental instruction
- Tier 3 = 90 minutes uninterrupted reading instruction + 30 minutes supplemental instruction + 30 minutes intervention instruction



Second Year Application

- Goal and Objectives
- Discussion of year one
- Discussion of year two
- Budget
- Assurances



Program Goal and Objectives

- Goal-All children will read at or above grade level by the end of third grade
- Objectives
 - ✓ Long range
 - ✓ Short term



Discussion of Year One

- Discuss progress made toward first year and long range objectives
- Describe the successes and accomplishments of year one
- Describe the challenges of year one and how you resolved any issues



Discussion of Year Two

- Demographic changes or additions
- Discussion of year two professional development
- Projections for year two of the project
 - ✓ what will remain the same
 - ✓ what adjustments will be made



Budget 2005-2006

- Narrative
- 25% reduction from year 1 in total expenditures
- Reasonable increase in salaries and benefits (3%)
- Statewide reduction in Materials and Supplies and Capital Outlay of 50%
- Maximum amount for year two on the Discretionary Grants Website
- <http://www.dese.mo.gov/divimprove/fedprog/discretionarygrants/>



Budget Forms

- Building budget page 9
- District budget page 10
- Budget summary page 11



Reminders

- Year one-April 1, 2004 through June 30, 2005
- Year two-July 1, 2005 through June 30, 2006
- Year one FER due May 15, 2005
- Request for Payment (RFP) can be sent in at any time - payment will be made at the end of the month as part of the school payment